
PARENTAL DEPRIVATION AND SOCIAL ADAPTABILITY OF SECONDARY SCHOOL ADOLESCENT STUDENTS IN AKWA IBOM STATE, NIGERIA

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ABSTRACT

The study determined the relationship between parental deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State, Nigeria. The study formulated three specific objectives, three research questions and three null hypotheses for the research direction. It used a correlational research design. The study population was 58, 673 JSS3 students. The Taro Yamen's formula was employed to determine the sample of 397 respondents, randomly selected from the population. Out of the 397 respondents sampled, 395 were suitable for data analyses. The stratified sampling technique was used to select 6 schools each from the three education zones of the State. The instrument developed by the researcher for data collection was titled "Parental Deprivation for Social Adaptability among Adolescent Students' Questionnaire (PDSAASQ), with reliability coefficients between 0.88 and 0.94 on Cronbach's Alpha. The data collected were subjected to Regression statistics, which the r-value was used to answer the Research Questions and f-value was used to test the Null Hypotheses at .05 level of significance. The results indicated very high negative significant relationships between predictors (social, emotional and educational deprivations) and social adaptability among secondary school adolescent students (criterion) in the study area. The study concluded that proper manipulation of parental deprivation variables would mitigate their chances of social adaptability among secondary school adolescent students. It was recommended that parents should endeavour to provide their adolescent children's socio-emotional and educational needs in order for them to adapt to the social environment of the schools for effective learning gains and societal adaptability freedom in the study area.

KEY WORDS: Parental deprivation, social, emotional, educational, social adaptability

Introduction

Parental deprivation is recognized as worldwide behavioural dispositions that parents use to exert controls over their children. It is regarded as a behaviour exhibited by parents to prevent or dispossess their children from certain rights and privileges of attention and care (Effiong, 2012). Notably, in Nigeria most parents are consciously preventing their children from inherited rights and privileges that these children believed to be their entitlements. It is postulated that parental deprivation sometimes begins at the early stage of life of most children. That is, when some mothers however, are clamouring and complaining about long-lasting breast feeding of their children. They are consciously dispossessed and deprived their children the right to suck breast for a longtime (exclusive bread feeding for at least six months), recommended by medical practitioners. Even though it is the responsibility of all mothers to do so, yet mothers of recent generation tend to antagonize the culture. Hence, they tend to compel their children to take solid food and deprive their children such benevolence with excuses of not to experience the occurrence of falling breast. On the other hand, most of the fathers are refusing to offer psychological and economic provisions entitled to their children, sometimes when there is a misunderstanding with the wife. These behaviours make those children not to benefit from parental benevolence at the early life that may likely foster

effective socialization and learning opportunity for them later in life. Okoro and Effiong (2014) expressed that maternal deprivation causes sub-normality, delinquency, depression, distress and is capable of making school children unable to maintain any relationship due to experiences of unsatisfaction deposits. It is noted that the deprivation experience may have relationship with students' inability to cope and adapt to the social environment of the school.

Effiong (2012) highlighted many forms of deprivation to include physical deprivation, emotional deprivation, medical deprivation, social deprivation, educational deprivation and heterosexual deprivation. However, this study intends to adopt three of these deprivation indicators as variables of this study such as social, emotional and educational deprivations. Social deprivation is the reduction or prevention of culturally normal interaction between an individual and the rest of society (Bassouk & Donelan, 2003). Udoh (2008) acknowledged that parents' emotional deprivation is an act of withholding information, denying children the opportunity to mingle with friends and other family members, which make their children to feel deprived and experience mood swing that affect their happiness. Okoro and Effiong (2014) defined educational deprivation as attitude of denial of adolescent students with educational materials and provisions that compel them to feel disintegrated socially in school environment. The authors explicated that parents' refusal to provide for their children the basic needs such as love, affection, altruism, health care, good nutrients, phones, computers, texts and other materials of needs as students in school are classified as parental deprivation. Thus, it is noted that parental deprivation may positively or negatively correlates with social adaptability of secondary schools' adolescent students. These deprivations might make adolescent students to be destabilised, distressed, feel deserted and neglected. It could also make them appear inferior among colleagues and peers in the school setting.

Parental deprivation has been described as a multi-faceted concept in home violence relationships (Effiong, 2012). The term social deprivation is slightly ambiguous and lacks a concrete definition. (Bassouk & Donelan, 2003). With social deprivation one may have limited access to the social world due to factors such as low socioeconomic status or poor educational settings. Pierson (2012) asserted that the socially deprived individual may experience a relative deprivation of basic capabilities due to a lack of freedom, inability to communicate with others conveniently, rather than merely low income. Bassouk and Donelan (2003) established that this lack of freedoms may include exclusion in opportunity, reduced political voice or dignity. Effiong (2017) acknowledged that emotional deprivation experience is rampant in families of those adolescents that the job location of the father does not permit them to stay together. Along with the severe economic problems of our country and a high degree of social tensions that give rise to feelings of anxiety, uncertainty, and dissatisfaction of citizens, and adolescents' problem of psychological health due to emotional deprivation (Tsumarieva, 2015).

Children often fall into a situation of frustration which creates a negative impact not only on their emotional state but also on the formation of the whole person (Effiong, 2012). Evidence of domestic and foreign scholars in France showed that children from orphanages and boarding schools have high level of emotional deprivation, which manifests itself in peculiar features of the emotional compartment to adversely affect their social wellbeing (Volkova, 2007; Shul'ga & Oliferenko, 2008). Shul'ga and Oliferenko (2008) established that emotional deprivation are characterized by tendencies toward low self-esteem, high levels of anxiety and fretfulness, impulsiveness, aggression, decreased emotional state, frequent mood changes, inadequate emotional and social responses to those stimuli that caused it, emotional coldness, detachment, low capacity for empathy, a tendency to neurosis and so on. These affects are the result of social and emotional deprivations to which adolescent children were subjected themselves into over a long period of time. These deprived experiences may likely

affect adolescent students' capacity to cope with the environmental situation of the school settings to inhibit their social adaptability.

Schools, especially secondary level of education is a system of education that is responsible for training of students to transit into tertiary institutions and job placement. Effiong (2010) identified secondary schools as an educational level that is capable of determining individuals' academic potency and job achievement in Nigeria. Effiong (2018) posited that in Nigeria the fundamental goal of education is to produce well-integrated individuals that may strive to social, economic, scientific and technological advancement of the country. It is observed that most adolescent students in secondary schools are socially adapted to school environment in order for them to be well-integrated for effective educational achievement, to make the society worthwhile. This is because they become breath winners of themselves, oftentimes fend for their families, through street hawking after school hours and usually stay away from school many days for the street selling business. The adolescents due to their economic role in the family, most parents are not caring to monitor and supervise them towards school effective adaptability. Nonetheless, this trading business tend to expose them to older adults of the same sex, that are likely to introduce to them age inappropriate behaviours that distract adolescent students' attention for educational gainful activities.

Federal Republic of Nigeria (2013) in the National Policy on Education has put up a case that, education should inculcate the right type of values and attitudes for the survival of individual and the Nigerian society. The school environment is part of the society which attitudes and behaviours of people should be in line with the larger societal standard. Thus, individual that is socially adaptable to school environmental features that will have the capacity to conveniently fit into the larger society. This is most likely because both societies are interrelated and their characteristics are similar, thereby social awareness and skills acquired in school settings could be duplicated and/or imitated to the other. Adher, Agrawala, Mirza, Conde, O'Brien, Pulhin, Pulwarty, Smith and Takahashi (2007) offered adaptability as changes in social and environmental processes, perceptions of climate risk, practices and functions to reduce potential damages or to realise new opportunities.

According to Spott (2011), social adaptability is referred to the changes students experience in their social behaviours (communication and language) that help them to understand and fit into the new environment. The adaptability of adolescent students in this study centres on their ability to cope with peers' interaction, school activities, comfortably relate to other school members, and adherence to school norms and values (Effiong, 2017). The extent of the adolescent students' social, emotional and educational deprivations in school can determine their level of social adaptability in school setting and the larger society for all-round integration. However, different aspects of deprivation tend to occur in intact families, when the relationships between mother and father are soured due to the complicated family interpersonal relationships. This is because, a family is a system that always inclined to interact with the outside worlds of interpersonal relationships. Hence, this research necessitates the proposition of a model to explain the interactionism of the concept of parental deprivation and how it correlates to affect the social adaptability of adolescent students in secondary schools in the study area. The model is displayed in Figure 1.

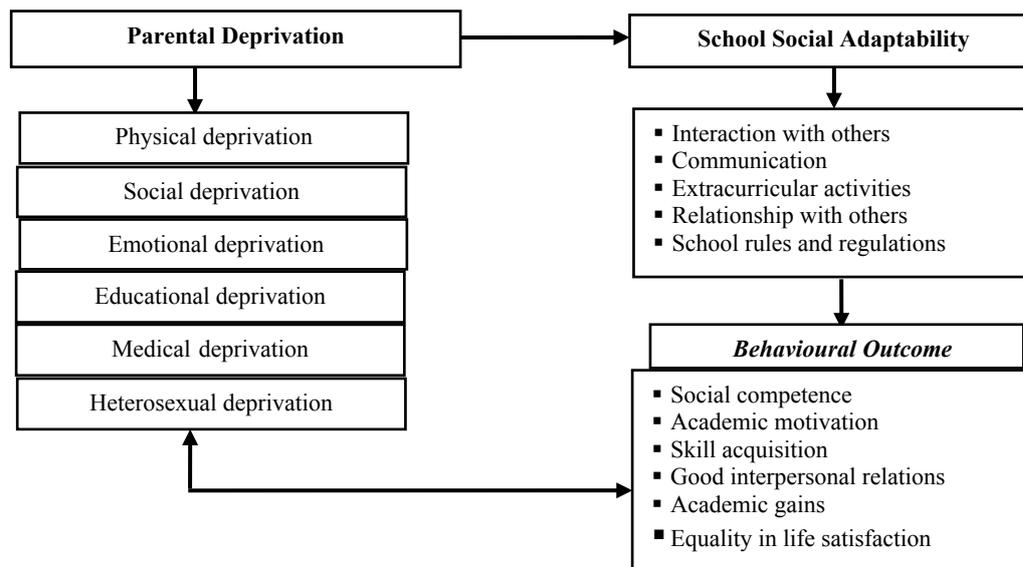


Figure 1: Parental Deprivation and Social Adaptability Model (**PADSIR Model**)

The model, presented above is a system that expresses how parental deprivation relates to social adaptability of students to generate behavioural outcomes for individual wellbeing in the society. Parental deprivation has components, also regarded as interrelated parts. The model displays the sub-constructs of parental deprivation; only the three used as variables in this study are explaining the chain of flow such as social deprivation, emotional deprivation and educational deprivation and their links to social adaptability of adolescent students' experiences in the study area. The relationship effects of adolescent students who are successfully deprived socially, emotionally, educationally and so on at home by their parents tend to create social adaptability problems among them in schools. These experiences are likely to showcasing social interactionism problems of adolescent students with friends, siblings, teachers and other school members in the school environment. Dawson and Ashman (2010) determined the influence of early parent-child relationships with deprivation on basic coping ability of children in their future relationships, the study found that as they experience negative parent-child relationships promoted by parental deprivation, they always experience also poor problem solving ability, which will adversely affect their relationship with others in the future.

The adolescent students who are deprived socially, emotionally and educationally tend to be deficient in school rules and regulations, interpersonal relationships, unable to participate in extra-curricular activities in schools and deficits in interpersonal communication to negatively affect their behavioural outcomes in the society. These laxities are capable of inflicting negative social competence, academic motivation, academic gains, good interpersonal relations and can make adolescents feel unequal among colleagues in social situation. These interactions deficit can inhibit individual competency in socio-cultural performance, economic prosperity and feelings of equality to affect their political and psychological wellbeing in the society. Oftentimes, society provides a sense of stability and people who are socially deprived usually fail to fit in within this social structure (Hobcraft, 2012). Weitin (2007) maintained that it becomes even more difficult for such a person to fit in, once labelled mentally ill because they now also carry a social stigma and receive a negative social attitude from the community.

Outcomes of adult social deprivation may include young parenthood, adult homelessness, lack of qualifications, or residence in social housing – yet all of these factors may cause society to treat the individual with disdain or intolerance, thus furthering their

exclusion (Schweinhart, Barnes & Weikhart, 2005). At this point, adolescent students' views of positive relationship all together are affected by their attitudes of not being self-motivated, and when they are not socially adaptable, they are being deprived of information and experiences about effective educational adaptability (Albirini, 2006). Far, Samarein, Yackleh, Tahmasebi and Yaryari (2014) established that low emotional intelligence puts up a barrier for good social relationships and daily life stresses from which there is no escape to amenable pattern of social adaptability freedom affect education achievement among adolescents. Hence, parental deprivation may have relationship with social adaptability of the people in the society.

Statement of the problem

Social environment of the school is full of intrapersonal and interpersonal relationships. Social adaptability in school environment occurs when students have the skills or willingness to maintain school rules and regulations as well as dispositions to participate in the school's extracurricular activities, coupled with the ability to cope with others' interaction. Hence, a well adapted student may be the one who lives in accordance with interpersonal, social and cultural norms of the school. Such students would always set to achieve a positive balance between school work and their social relationship with others. Social adaptability problems of adolescent students occur as their relationship with others, participation in extracurricular activities, keeping to school rules and regulations among others are affected by their parents' predispositions to dispossess them of what supposed to be their entitlements. It is noted that findings of this study would inform parents about the situation of their children's inability to cope in the school environment resulting to their deprived attitudes and behaviours towards their children. It would reveal that the deprivation behaviours of parents and the consequences on their children would create a disaffection towards effective social adaptability behaviour.

Objective of the Study

The following specific research objectives are to:

- 1) Determine the correlation between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.
- 2) Determine the correlation between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.
- 3) Determine the correlation between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Research Questions

The following research questions are formulated in order to address the research problems of this study:

- 1) What is the correlation between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?
- 2) What is the correlation between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?
- 3) What is the correlation between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?

Null Hypotheses

The following null hypotheses are formulated and were test at .05 level of significance:

- 1) There is no significant correlation between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.
- 2) There is no significant correlation between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?

- 3) There is no significant correlation between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Research Method

The study adopted a correlational research design. The reason for using this design was that the researcher sought to investigate the relationship between variables of this study without manipulating them and the nature of the relationship that exists within them. The study was conducted in Akwa Ibom State. The state capital is in Uyo with the landmass of 7,245,925 square kilometres of Nigeria's Wealth Basin; lying between the Latitudes $4^{\circ}30'N$ and $5^{\circ}33'N$ North of Equator and Longitudes $7^{\circ}30'E$ and $8^{\circ}25'E$ of East of the Greenwich Meridian with the population of 4,805,451 people (2006 Census Figure of the National Population Commission, Abuja). The population for this study consisted of all the 58,673 students of Junior Secondary III (JSS3) of public secondary schools in Akwa Ibom State (Planning, Research and Statistics Directorate of the State Secondary Education Board of 2018/2019 Session). A sample size of 397 JSS3 students was determined using Taro Yamane population reduction formulae. Taro Yamane method is as follows: $n = N/(1+N(e)^2)$, where; n – signifies the sample size, N – signifies the population under study, e – signifies the margin error.

The stratified sampling technique was used to select the subjects from 6 schools of the three education zones of Akwa Ibom State. The research instrument for data collection was designed by the researcher titled "*Parental Deprivation for Social Adaptability among Adolescent Students (PDSAAS)*". The instrument had three sections, A, B and C. Section A obtained personal information from the respondents, Section B elicited data from the variables of parental deprivation factors such as social deprivation (5 items), emotional deprivation (5 items) and educational deprivation (5 items). Section C obtained information from social adaptability of adolescent students (5 items). The instrument was administered by the researcher to the subjects, after obtaining permission from Principals of the schools. A total of 397 copies of the instrument were administered to the respondents and collected on the spots; while 393 copies were suitable for statistical analyses.

The face validity of the instrument was ascertained by 2 experts in educational psychology, and 1 expert in measurement and evaluation, all in Faculty of Education, University of Uyo, Uyo. They checked for accuracy of items and consistency. The instrument was subjected to internal consistency test with the Cronbach Alpha statistics that generated between 0.88 and 0.94 coefficients, through a trial test on 20 JSS3 students of public secondary schools in Uyo that were not part of the main study. This study used r-value of Regression statistics to answer the Research Questions, while f-value was used to test the Null Hypotheses at 0.05 levels of significance. The bases for the decision of the research questions conclusion were as follows: 0.00 – 0.20 = very low relationship, 0.20 – 0.40 = low relationship, 0.40 – 0.60 = moderate relationship, 0.60 – 0.80 = high relationship and 0.80 – 1.0 = very high relationship.

Results

The results of data analyses of this study are presented in tables 1 to 6 below:
Research Question 1

What is the relationship between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?

Table 1: Summary of relationship between social deprivation and social adaptability of secondary school adolescent students

Variable	n	R	r ²	Decision
Social deprivation Adolescent students' social adaptability	393	-0.89	0.89(89%)	Very High Negative Relationship

Table 1 shows that, the sample of 393 gave an r-value as -0.89, r² as 0.89 and the relationship is negative. This implies that the relationship between social deprivation and social adaptability problems of secondary school adolescent students in Akwa Ibom State is very high and negative. The research question is answered by stating that there is very high negative relationship between social deprivation and social adaptability of secondary school adolescent students in the study area.

Research Question 2

What is the relationship between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?

Table 2: Summary of relationship between emotional deprivation and social adaptability of secondary school adolescent students

Variable	N	r	r ²	Decision
Emotional deprivation Adolescent students' social adaptability	393	-0.93	0.93(93%)	Very High Negative Relationship

Table 2 shows that, the sample of 393 gave an r-value as -0.93, r² as 0.93 and the relationship is negative. This implies that the relationship between emotional deprivation by parents and social adaptability of secondary school adolescent students is very high and negative. The research question is answered by stating that there is very high negative relationship between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Research Question 3

What is the relationship between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State?

Table 3: Summary of relationship between educational deprivation and social adaptability of secondary school adolescent students

Variable	N	r	r ²	Decision
Educational deprivation Adolescent students' social adaptability	393	-0.97	0.97(97%)	Very High Negative Relationship

Table 3 shows that, the sample of 393 gave an r -value as -0.97 , r^2 as 0.97 and the relationship is negative. This implies that the relationship between educational deprivation and social adaptability of secondary school adolescent students is very high and negative. The research question is answered by stating that there is very high negative relationship between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Null Hypothesis

Null Hypothesis 1

There is no significant relationship between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Table 4: Summary of f-test of significance of relationship between social deprivation and social adaptability of secondary school adolescent students

n = 393								
Model		Sum of Squares	Df	Mean Square	Beta	F	p-value	Decision
1	Regression	3390.006	1	3390.006	0.99			
	Residual	48.55	391	.374		273.196	.000 ^b	Significant
	Total	3438.555	392					

**correlation is significant at .05 level, $df = 1,391$ (2-tailed)

Table 4 shows that the f -calculated of 273.19 is greater than the p -value of $.000$, at $p < .05$ levels, and degree of freedom of $1,391$. As in Table 4 the f -value between social deprivation (predictor variable) and social adaptability of secondary school adolescent students (criterion variable) is significant. Hypothesis is rejected. This implies that there is significant relationship between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Null Hypothesis 2

There is no significant relationship between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State

Table 5: Summary of f-test of significance of relationship between emotional deprivation and social adaptability of secondary school adolescent students

n = 393								
Model		Sum of Squares	Df	Mean Square	Beta	F	p-value	Decision
1	Regression	2380.003	1	2380.003	2.99			
	Residual	44.65	391	.294		37.34	.000 ^b	Significant
	Total	2424.653	392					

**correlation is significant at .05 level, $df = 1,391$ (2-tailed)

Table 5 shows that the f -calculated of 37.34 is greater than the p -value of $.000$, at $p < .05$ levels, and degree of freedom of $1,391$. As in Table 4, the f -value between emotional deprivation (predictor variable) and social adaptability of secondary school adolescent students (criterion variable) is significant. Hypothesis is rejected. This implies that there is significant relationship between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Null Hypothesis 3

There is no significant relationship between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Table 6: Summary of f-test of significance of relationship between educational deprivation and social adaptability of secondary school adolescent students**n = 393**

Model		Sum of Squares	Df	Mean Square	Beta	F	p-value	Decision
1	Regression	3292.352	1	3292.352	.98			
	Residual	146.203	391	.374		88.96	.000 ^b	Significant
	Total	3438.555	392					

**correlation is significant at .05 level, df = 1,391 (2-tailed)

Table 6 shows that the f-calculated of 88.96 is greater than the *p*-value of .000, at $p < .05$ levels, and degree of freedom of 1,391. As in Table 6, the f-value between educational deprivation (predictor variable) and social adaptability of secondary school adolescent students (criterion variable) is significant. Hypothesis 3 is rejected. This implies that there is significant relationship between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State.

Discussion of Findings

Finding of this study indicated a very high negative relationship between social deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State. The relationship was significant. This result was justified base on the coefficient of determination (r^2) calculated that was -0.89, which means 89 per cent of the variation in social adaptability among adolescent students was accounted for by social deprivation, and it was only 11 per cent that could be explained by social adaptability of secondary school adolescent students. The fact that the correlation coefficient value was negative entails that, as social deprivation negatively increases by 89 per cent so also the adolescent student's social adaptability by 11 per cent. This finding is in support of the finding of Volkova G.A. (2007), which found that social deprivation that is based primarily on observational and self-report measures correlated with lifespan development and mental illness. It is postulated that when the social development of the home by parents is defected in terms of deprivation, the social development of adolescent students will be hindered to negatively affect their effective or competent social adaptability in schools.

Finding of this study indicated a very high negative relationship between emotional deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State. The relationship was significant. This entails that the coefficient of determination (r^2) calculated was -0.93, which means 93 per cent of the variation in social adaptability problems among adolescent students was accounted for by emotional deprivation, and it was only 7 per cent could be explained by adolescent students' social adaptability. The fact that the relationship coefficient value was negative means that, as emotional deprivation is negatively increase by 93 per cents so also adolescent students' social adaptability by 7 per cent. This finding is in support of the finding of Volkova (2007), which evidence showed that children from orphanages and boarding schools have high level of emotional deprivation, which manifests itself in peculiar features of the emotional compartment to adversely affect their social wellbeing.

Finding of this study indicated a very high negative relationship between educational deprivation and social adaptability of secondary school adolescent students in Akwa Ibom State. The relationship was significant. Further explanations showed that the coefficient of determination (r^2) computed was -0.97, which means 97 per cent of the variation in social adaptability problems among adolescent students, that was accounted for by educational deprivation, and it was only 3 per cent could be explained by adolescent students' social adaptability. The fact that the correlation coefficient value was negative means that, as

educational deprivation is negatively increase by 97 per cents so also adolescent students' social adaptability by 3 per cent. This finding is in support of the finding of Far, Samarein, Yakleh, Tahmasebi and Yaryari (2014), which established that low emotional intelligence puts up a barrier for good social relationships and daily life stresses from which there is no escape to amenable pattern of social adaptability freedom resulting from incidences of educational deprivation.

Conclusion

The study concluded that parental deprivation is important factor that could be manipulated to achieve social adaptability of adolescent students in secondary schools in Akwa Ibom State, Nigeria. It is further concluded that parents failure in their responsibility to provide their adolescent students socially, emotionally and educationally could adversely affect their children's ability to cope with school environmental features. Thus, these would go a long way to disrupt the outcomes of social behaviours such as social competence, school rules and regulations as well as their interaction with others in school in particular and the society at large. Accordingly, the consequences of parental deprivation have affected adolescent students' social, emotional and educational outcome due to unsuccessful social adaptability in secondary schools in the study area.

Recommendation

Based on the foregoing, the study recommends as follows:

- 1) Parent should endeavour to give their children warmth and encouragement by inculcating attitude of communication to give them confidence in order to help their social behaviours in school. This is because when they are communicating with boldness and confidence, they would be able to adapt conveniently at school environmental situations.
- 2) Parents should endeavour to provide their adolescent children opportunity to possess their emotional needs at home in order to transit it into the social environment of the school for effective social adaptability.
- 3) Parents should endeavour to give their adolescent children educational needs such as note books and texts, laptops, browseable phones among others in order to make them cope with the learning needs to successfully adapt to the environmental features of the school.

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